

## CALHOUN FALLS HIGH

205 Edgefield Avenue  
Calhoun Falls, SC 29628

**GRADES** 6-12 High School

**ENROLLMENT** 353 Students

**PRINCIPAL** Nelson Gibson 864-447-8014

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. C. Allen Kolb 864-366-9681

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	7	5	2

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Excellent	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Below Average	Excellent	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	57.1	65.8	65.9	58.3	54.7	55.5
<b>Passed 2 subtests</b>	24.5	13.2	20.5	19.9	19.8	20.6
<b>Passed 1 subtest</b>	12.2	10.5	9.1	12.8	15.2	14.1
<b>Passed no subtests</b>	6.1	10.5	4.5	9.1	10.3	9.5

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	44	93.2	36	8.3	43	60.5
<b>Gender</b>						
Male	27	92.6	19	15.8	23	52.2
Female	17	94.1	17	0.0	20	70.0
<b>Race or Ethnic Group</b>						
African American	18	100.0	16	0.0	18	66.7
Hispanic	N/A	N/A	0	N/A	0	N/A
White	25	88.0	20	15.0	25	56.0
Other	1	I/S	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	7	85.7	0	N/A	6	0.0
Students without disabilities	37	94.6	36	8.3	37	70.3
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	44	93.2	36	8.3	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	44	93.2	36	8.3	43	60.5
<b>Lunch Status</b>						
Subsidized meals	24	91.7	19	0.0	26	50.0
Full-pay meals	20	95.0	17	17.6	17	76.5

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	8.3	5.9
<b>Seniors who met the SAT requirement</b>	8.3	6.0
<b>Seniors who met the grade point average</b>	44.4	46.4

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 353)				
Retention rate	2.0%	Down from 3.4%	5.0%	7.3%
Attendance rate	96.8%	Up from 96.6%	95.1%	95.5%
Eligible for gifted and talented	0.0%	Down from 0.4%	4.5%	5.1%
With disabilities other than speech	11.1%	Down from 15.5%	14.1%	12.2%
Older than usual for grade	6.2%	Down from 11.7%	13.1%	10.1%
Suspended or expelled	1.7%	Down from 2.6%	2.0%	2.3%
Enrolled in AP/IB programs	5.0%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	5.5%	Up from 5.1%	4.3%	2.7%
Career/technology students in co-curricular organizations	38.9%	Up from 35.5%	3.0%	3.2%
Enrollment in career/technology center courses	140	Up from 125	309	433
Students participating in worked-based experiences	100.0%	No change	21.4%	26.3%
Career/technology students mastering core competencies	77.8%	Down from 89.2%	70.5%	74.9%
Career/technology completers placed	92.9%	Down from 100.0%	98.0%	99.5%

Teachers (n= 28)

Teachers with advanced degrees	39.3%	Up from 33.3%	41.4%	51.7%
Continuing contract teachers	85.7%	Up from 66.7%	75.6%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.9%	Down from 82.3%	81.9%	85.1%
Teacher attendance rate	97.7%	Up from 95.6%	95.8%	95.8%
Average teacher salary	\$37,008	Up 0.1%	\$38,014	\$40,303
Prof. development days/teacher	6.5 days	Up from 6.4 days	9.7 days	10.3 days

School

Principal's years at school	10.0	Up from 8.0	3.0	3.0
Student-teacher ratio	18.9 to 1	Up from 7.7 to 1	25.1 to 1	26.2 to 1
Prime instructional time	93.5%	Up from 91.1%	89.7%	90.1%
Dollars spent per pupil*	\$8,206	Up 39.7%	\$6,446	\$6,279
Percent spent on teacher salaries*	62.0%	Down from 62.1%	53.4%	57.8%
Opportunities in the arts	Good	Up from Poor	Good	Excellent
Parents attending conferences	99.2%	Up from 97.2%	79.6%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

After receiving disappointing results on last year's report card, the staff of Calhoun Falls High School began an exhaustive effort to turn things around. Our aim is to ensure that all students receive whatever instruction is necessary to reach their grade level goals and to go beyond that level.

Working with our newly instated School Improvement Council, we revised our School Renewal Plan, specifically listing strategies to attain detailed goals in both the middle school and high school grades.

The linchpin of our efforts was a newly established after-school program encompassing all grades six through twelve. With assistance from the State Department of Education, we were able to offer after-school learning assistance to 175 students. This program was basically made up of enrichment activities for PACT and Exit Exam, but also provided aid in completing homework assignments. Fifteen certified teachers took part in the program. Preliminary results from the Exit Exam are very encouraging, but we must wait for all scores before determining the success of our after-school program.

Planning for next year has begun, and we will continue to work diligently to provide our students with the best education possible. Our schedule has been streamlined to provide maximum time-on-task and the after-school program will again be available to our students this fall. Our teaching staff has been enhanced with a new middle school math teacher, a middle school math teacher specialist, and a part-time English Language Arts teacher. We expect progress this year and in each year to come.

Nelson Gibson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	34	37	48
Percent satisfied with learning environment	97.1%	61.1%	70.2%
Percent satisfied with social and physical environment	100.0%	73.0%	56.5%
Percent satisfied with home-school relations	47.1%	70.3%	61.7%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.